

## ST GEORGE MIDDLE

600 Minus  
St. George, SC 29477

**GRADES** 6-8 Middle School

**ENROLLMENT** 631 Students

**PRINCIPAL** Brooks Moore 843-563-3171

**SUPERINTENDENT** Renee Mathews 843-563-4535

**BOARD CHAIR** Dr. James Hodges 843-563-4535

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	35	4

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No

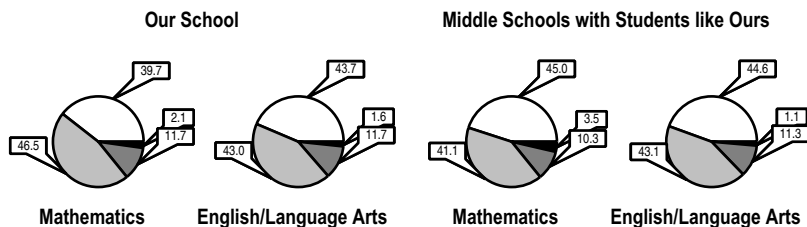
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	598	98.0	42.7	43.8	11.9	1.6	22.1	Yes	Yes
<b>Gender</b>									
Male	342	97.4	50.8	41.4	7.5	0.3	14.6		
Female	256	98.8	32.0	46.9	17.8	3.3	32.0		
<b>Racial/Ethnic Group</b>									
White	148	98.7	33.3	48.8	17.1	0.8	27.1	Yes	Yes
African-American	430	97.9	45.8	42.2	10.4	1.7	20.5	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	11	90.9	30.0	40.0	20.0	10.0	30.0	I/S	I/S
<b>Disability Status</b>									
Not Disabled	514	98.3	39.4	45.6	13.1	1.8	24.0		
Disabled	84	96.4	64.0	32.0	4.0	0.0	9.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	598	98.0	42.7	43.8	11.9	1.6	22.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	598	98.0	42.7	43.8	11.9	1.6	22.1		
<b>Socio-Economic Status</b>									
Subsidized meals	478	97.7	46.0	41.6	11.3	1.1	20.2	Yes	Yes
Full-pay meals	120	99.2	29.5	52.7	14.3	3.6	29.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	598	98.7	38.9	47.1	11.9	2.1	25.0	Yes	Yes
<b>Gender</b>									
Male	342	98.5	42.6	44.4	10.8	2.2	24.1		
Female	256	98.8	34.0	50.6	13.3	2.1	26.1		
<b>Racial/Ethnic Group</b>									
White	148	98.7	29.5	48.8	18.6	3.1	34.1	Yes	Yes
African American	430	98.6	42.4	46.8	9.1	1.7	21.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	11	100.0	45.5	27.3	27.3	0.0	27.3	I/S	I/S
<b>Disability Status</b>									
Not Disabled	514	98.6	34.4	50.2	13.3	2.0	27.5		
Disabled	84	98.8	67.5	27.3	2.6	2.6	9.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	598	98.7	38.9	47.1	11.9	2.1	25.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	598	98.7	38.9	47.1	11.9	2.1	25.0		
<b>Socio-Economic Status</b>									
Subsidized meals	478	98.5	42.8	45.9	9.5	1.8	22.5	Yes	Yes
Full-pay meals	120	99.2	23.2	51.8	21.4	3.6	34.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	226	97.8	50.0	34.3	14.6	1.0	15.7
	Grade 7	177	97.2	42.9	47.6	9.5	N/A	9.5
	Grade 8	193	96.9	58.1	36.5	4.2	1.2	5.4
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.6	53.5	33.8	11.0	1.8	12.7
	Grade 7	223	96.9	40.0	48.4	10.2	1.4	11.6
	Grade 8	146	97.3	32.4	52.1	14.1	1.4	15.5

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	226	99.6	44.3	39.8	11.9	4.0	15.9
	Grade 7	177	98.3	48.3	47.0	4.7	N/A	4.7
	Grade 8	193	99.5	54.4	43.9	1.2	0.6	1.8
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.1	32.2	47.6	16.3	4.0	20.3
	Grade 7	223	99.1	44.5	43.2	10.9	1.4	12.3
	Grade 8	146	97.3	43.0	51.4	5.6	N/A	5.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 631)				
Students enrolled in high school credit courses (grades 7 & 8)	9.9%	Up from 6.3%	10.1%	14.6%
Retention rate	11.2%	Up from 3.9%	4.4%	3.0%
Attendance rate	94.2%	Up from 93.0%	95.2%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.2%		8.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.0%		8.1%	5.3%
Eligible for gifted and talented	10.2%	Up from 8.1%	8.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.3%	Down from 16.7%	14.9%	13.9%
Older than usual for grade	7.8%	Up from 5.8%	6.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	37.4%	Up from 1.8%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	51.3%	Up from 47.7%	51.1%	48.7%
Continuing contract teachers	71.8%	Up from 63.6%	73.3%	81.7%
Highly qualified teachers**	89.7%	N/A	88.5%	90.4%
Teachers with emergency or provisional certificates	18.2%		9.1%	5.3%
Teachers returning from previous year	78.0%	Down from 83.8%	79.6%	85.1%
Teacher attendance rate	94.2%	Down from 94.9%	94.4%	94.8%
Average teacher salary	\$40,230	Up 2.4%	\$39,543	\$40,566
Prof. development days/teacher	5.0 days	Down from 16.6 days	11.9 days	11.0 days

School				
Principal's years at school	0.0	Down from 5.0	3.0	3.3
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.9 to 1	19.0 to 1	21.3 to 1
Prime instructional time	86.3%	Down from 87.1%	88.7%	89.3%
Dollars spent per pupil*	\$7,008	Up 4.8%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	55.8%	Down from 58.2%	59.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.7%	87.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, St. George Middle School received an improvement rating of "Unsatisfactory" and an absolute rating of "Below Average." This was a decline from the 2002-2003 school year. Our goal during the 2003-2004 school year focused on the implementation of best practices initiative from Standards in Practice for Math and Reading.

One of our goals was to increase academic achievement. St. George Middle School will work diligently to focus on staff and student performance in hopes of increasing academic performance. In order to reach this goal, we reviewed and analyzed PACT results by grade, gender, race, and teams. We reviewed and analyzed retention and discipline data by grade, gender, and race. We adjusted the academic schedule to provide a time for school-wide PACT practice. We provided opportunities for staff to attend conferences and seminars related to classroom instruction. We align daily instruction to state standards. We provided training and implementation of "Best Practices" instructional strategies in Reading and Math. We will integrate technology into classroom instruction.

Writing across the middle school curriculum was another initiative for improvement that was emphasized. Staff development training was provided during the school year. Weekly in-service meetings were held for teachers. The training provided teachers with models and specific techniques for helping their students communicate effectively through reading and writing across the middle school curriculum. The utilization of scoring rubrics was also emphasized to help teachers to better understand how to identify quality writing and to understand the different types of writing. Improvement in writing was noted in all grade levels.

During the 2002-2003 school year, all teachers participated in Standards in Practice (SIP) training. This training helped teachers to place emphasis on teaching and assessing at the proper level. During the 2003-2004 school year, grade level teams and the math department met to utilize the SIP training. The training provides the teachers a structure for success.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	110	40
Percent satisfied with learning environment	54.5%	50.9%	62.2%
Percent satisfied with social and physical environment	56.5%	55.0%	61.5%
Percent satisfied with home-school relations	36.4%	83.2%	63.2%

\*Only students at the highest middle school grade level at this school and their parents were included.